

**Texas Education Agency
Standard Application System (SAS)**

2014–2017 Texas Title I Priority Schools, Cycle 3

Program authority:	P.L.107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	FOR TEA USE ONLY Write NOGA ID here:
Grant period:	August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.	
Application deadline:	5:00 p.m. Central Time, May 20, 2014	Place date stamp here: <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> Received Texas Education Agency May 19 10 PM 2:33 </div>
Submittal information:	Six complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact information:	Shayna Ortiz Sheehan: shayna.sheehan@tea.state.tx.us; (512) 463-2617	

Schedule #1—General Information

Part 1: Applicant Information

Organization name Victory Preparatory Academy	Vendor ID # 101865002	Mailing address line 1 2903 Jensen	
Mailing address line 2	City Houston	State TX	ZIP Code 77026
County- District # 101865	Campus number and name 002 Victory Preparatory Academy	ESC Region # 4	US Congressional District # 18
			DUNS # 833279404

Primary Contact

First name Lisa	M.I. Berry-Dockery	Last name Berry-Dockery	Title Superintendent
Telephone # 713-229-0560	Email address ldockery@wvumc.com		FAX # 713-229-7074

Secondary Contact

First name Drue	M.I. McClure	Last name McClure	Title DCSI
Telephone # 713-229-0560	Email address dmccclure@vprep.org		FAX # 713-229-7074

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Lisa	M.I. Berry-Dockery	Last name Berry-Dockery	Title Superintendent
Telephone # 713-229-0560	Email address ldockery@wvumc.com		FAX # 713-229-7074
Signature (blue ink preferred)			Date signed 5/16/14

Only the legally responsible party may sign this application.

701-14-109-017

Schedule #1—General Information

County-district number or vendor ID: 101865002

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101865002

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances requirements</u> .
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification requirements</u> .
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification requirements</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances requirements</u> .

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101865002

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☐ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurances that if it receives TTIPS funds to serve one or more campus that it will ensure that each campus receives all of the state and local funds it would have received in the absence of the TTIPS grant funds. As a result, an LEA must provide a TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and TTIPS funds must supplement the <i>amount</i> of those non-Federal funds. Note, however, that the campus does not need to demonstrate that TTIPS funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	<p>The LEA provides assurance that it will meet the following federal requirements:</p> <ul style="list-style-type: none"> A. Use its School Improvement Grant to implement fully and effectively an intervention in each Priority or Tier I and Tier II school that the LEA commits to serve consistent with the final requirements. B. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds. C. If it implements a restart model in a Priority, Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements. D. Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality. E. Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding. F. Report to the SEA the school-level data required under section III of the final requirements.
4.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.
5.	<p>If the LEA/campus selects to implement the turnaround model, the campus must implement the following federal requirements.</p> <ul style="list-style-type: none"> A. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates; B. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; <ul style="list-style-type: none"> 1. Screen all existing staff and rehire no more than 50 percent; and 2. Select new staff. C. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school; D. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101865002

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
5.	<p>E. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;</p> <p>F. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;</p> <p>G. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;</p> <p>H. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and</p> <p>I. Provide appropriate social-emotional and community-oriented services and supports for students.</p>
6.	<p>If the LEA/campus selects to implement the school closure model, the campus must implement the following requirement.</p> <p>A. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.</p> <p>B. A grant for school closure is a one-year grant without the possibility of continued funding.</p>
7.	<p>If the LEA/campus selects to implement the restart model, the campus must implement the following federal requirements.</p> <p>A. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.</p> <p>B. Enroll, within the grades it serves, any former student who wishes to attend the school.</p>
8.	<p>If the LEA/campus selects to implement the transformation model, the campus must implement the following federal requirements.</p> <p>1. Develop and increase teacher and school leader effectiveness.</p> <p>(A) Replace the principal who led the school prior to commencement of the transformation model;</p> <p>(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--</p> <p>1. Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and</p> <p>2. Are designed and developed with teacher and principal involvement;</p> <p>(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;</p> <p>(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and</p> <p>(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p>

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101865002

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
8.	<p>2. Comprehensive instructional reform strategies.</p> <p>(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and</p> <p>(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>3. Increasing learning time and creating community-oriented schools.</p> <p>(A) Establish schedules and strategies that provide increased learning time; and</p> <p>(B) Provide ongoing mechanisms for family and community engagement.</p> <p>4. Providing operational flexibility and sustained support.</p> <p>(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and</p> <p>(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p>
9.	An LEA with nine (9) or more priority schools, may not implement the Transformation Model in more than 50 percent of those schools.
10.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
11.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
12.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
13.	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.
14.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
15.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
16.	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.
17.	The applicant, if selecting the Turnaround Model or Transformation Model agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101865002

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
18.	<p>The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested.</p> <ul style="list-style-type: none"> A. Number of minutes within the school year. B. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup.(ethnicity, sex, disability status, LEP status, economically disadvantaged status, migrant status) C. Number and percentage of students completing advanced coursework (e.g., AP/IB) early-college high schools, dual enrollment classes, or advanced coursework and dual enrollment classes. (High Schools Only) D. College enrollment rates. (High Schools Only) E. Teacher Attendance Rate F. Student Attendance Rate G. Student Completion Rate H. Student Drop-Out Rate I. Locally developed competencies created to identify teacher strengths/weaknesses J. Types of support offered to teachers K. Types of on-going, job-embedded professional development for teachers L. Types of on-going, job-embedded professional development for administrators M. Strategies to increase parent/community involvement N. Types of strategies which increase student learning time O. Number of teachers and principals at each performance level (proficient/non-proficient) used in the district evaluation systems for assigning teacher and principal performance ratings.

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #4—Request for Amendment

County-district number or vendor ID: 101865002

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 101865002

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 101865002

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Victory Preparatory Academy, Elementary Campus, grades K-8, is applying for the TTIPS Cycle 3, Turnaround Model during the 2014-2017 school year as a result of being both an **Improvement Required** and **Priority Campus** based on STAAR 2013 test data. Victory Preparatory Academy target score was 50 for Index 1, all subjects tested, and the campus index score was 35, (-15). Students met Index 2, Student Progress. The index score was 30, and student progress was 31, (+1). The Closing Performance Gaps target score for Index 3 was 55, for all subjects tested, and the campus index score was 24, (-31) The **System Safeguard (Performance Rate)** score was 0% with 0 out of 13 indicators met in reading and math. The 2013 Campus Demographics report for Victory Preparatory Academy, reported the student population, grades K-8, at 314, with the Economically Disadvantaged at 81.5%. The mobility rate was 31.1%, and the percentage of students that qualified for free or reduced lunch was 100%. This grant will benefit the student population at the campus because of the focus on using data to drive instruction, increasing the quality and expertise of teachers delivering instruction to students through professional development trainings, increasing student academics through extended time, differentiating instruction, and providing needed interventions for skill acceleration. The grant will also increase leadership effectiveness so that all areas of the instructional program is impacted.

The grant budget developed by the Campus Leadership Team was based on the campus needs assessment with personnel that will be key in the improvement of student performance in addition to external human and material resources needed to meet state accountability. The TTIPS Cycle 3 planning process began with the already established Campus Leadership Team, comprised of (Local Education Administration) LEA administrators, campus administrators, teachers, and support staff. The team analyzed PEIMS teacher and student data, data from the STAAR 2013 test administration that reflected all students and subgroups tested, climate surveys, parent program data, attendance and discipline data, to determine what the causal factors were that contributed to low student performance. This data was thoroughly analyzed and focus areas targeted on the gaps in academic data as it related to required state accountability measures. As a result of addressing these critical data questions to determine what the school should reflect regarding student success, questionnaires were disseminated to staff, students, and parents so that issues pertaining to the school's vision and expectations for students were highlighted and prioritized so that the improvement process could begin. This gathering of data enabled the Campus Leadership Team to get an array of thoughts into a shared vision of what the school truly needed to do to turn around student achievement. As a result of digging deep into the data and analyzing stakeholder questionnaires, goals, objectives, needs, and interventions were identified to address curriculum, instruction, attendance, discipline and assessment issues through selected research-based strategies. A more specific, intense priority improvement plan that would meet state requirements was developed. Several Turnaround Interventions have already been put in place this school year and the enhancement of the current interventions and adding of additional interventions made the selection of the Turnaround Model for our Victory Prep project easy to make. Victory Prep began its turnaround process with the hiring of a new Principal for the 2013-2014 school year, and the release of the previous Principal. The foundation for implementation of professional learning communities, and a team of committed stakeholders have been put in place to guide the turnaround process. The plan is focused on a unified purpose to address the condition of low performance and the implementation of the Critical Success Factors (CSF), and Elementary Secondary Education Act (ESEA) Turnaround Principles that would align with goals and objectives of the campus.

Victory Preparatory Academy, Elementary Campus, K-8, is a Title I Charter School, located in a high—poverty neighborhood in Houston, Texas. Victory Preparatory Academy is an open enrollment campus and accepts students from all over the Houston metropolitan area and provides transportation for those students. The campus has a large population of at—risk students who have not experienced success in traditional Independent School Districts (ISDs). The charter was issued in January 2011 by Texas Education Agency and has been operational for three years. Victory Preparatory Academy enrolled students from a previously closed charter. Many of these students were experiencing academic deficiencies. The demographic data reported in schedule #12, indicates that 79.7% of the student population is on the free or reduced lunch program. Approximately 42% of the core content teaching staff is non-certified. The student population is comprised of 88.06% African American students, and 11.19% Hispanic. The mobility rate is 31%, and the attendance rate is 93%. The above percentages are from the 2012-13 data reported on TAPR (Texas Academic Performance Report), PEIMS, and the 2013 Accountability Reports referenced in the Demographics Schedule #12 in the grant. The high mobility rate is a factor in student performance. The majority of teachers lack the training and pedagogy

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

necessary for the delivery of rigorous instruction in TEKS. The goals of the grant are aligned to the "how" student performance will be increased and maintained. Specific campus objectives are developed to address gaps, barriers, weaknesses and are aligned to the required and permitted activities of the turnaround model. These objectives include: 1. improving student achievement through using data analysis to drive instruction; 2. improving student climate through the reduction of discipline infractions; 3. improving teacher quality through professional development, and coaching and modeling; 4. improving leadership capacity so that student achievement, knowledge of curriculum and instruction, and understanding data will increase academic performance; 5. engaging parents through programmatic activities related to student academic success in core content areas; 6. redesigning the school calendar so students will have additional time for intervention and enrichment activities related to academic content areas; and; 7. engaging teachers in planning, preparation, and critical conversations through the implementation of PLC's.

The TTIPS Project Director/Coordinator will be primarily responsible for oversight of the Turnaround Process, ensuring involvement of the Local Education Agency (LEA), providing a direct line of communication to the superintendent, assisting in eliminating any barriers that may hinder the turnaround process, and will serve as a resource to the administrator and campus. The grant manager will collaborate with the DCSI (District Coordinator for School Improvement), TCDSS (Texas Center for District and School Support), and the Professional Service Provider (PSP) regarding implementation and evaluation of the model created by Texas Education Agency (TEA) and Victory Preparatory Academy. Together they will review program activities and performance measures to track progress on an ongoing basis. Continuous monitoring will be done by the director/coordinator. The director/coordinator will manage the day to day operations of the grant, which includes, but is not limited to, ordering materials, submitting reports to the state, participating in the TCDSS school improvement process with the Professional Service Provider, submitting the quarterly report, and submitting all invoices to the business office for payment. The TTIPS Director/Coordinator will attend all required meetings related to the grant.

The program will be evaluated by an external contractor who will have knowledge of the Turnaround Process, has previous experience in program evaluation, and is knowledgeable regarding the programs and goals established at Victory Preparatory Academy. The evaluator will complete quarterly audits to ascertain if the program is meeting the goals set forth in the grant regarding: the improvement of student achievement; teacher instruction and pedagogy; professional development; leadership effectiveness; school climate; and parent participation. As a part of the evaluation, the contractor will review student and teacher attendance; discipline data; and report on the impact of external consultants; and test data. The PEIMS report will be analyzed quarterly.

Additionally, the campus will expand all tutorial interventions, implement a gifted and talented academic program to advance student achievement, implement Professional Learning Communities (PLC) for cross curricular, vertical alignment planning, and continue to use the developed data management system to assess student progress in campus and district assessments. The continuation of common planning periods, comprehensive job embedded professional development, and utilization of data would ensure that teachers have the skills and strategies needed to provide students with the content necessary to be successful in core content areas, as well as district and state assessments. Another important goal would be to implement a discipline model that would seek to reduce the number of discipline referrals and improve climate. In addition, increasing parental and community involvement would improve the climate and ensure buy-in from all stakeholders.

The campus has the support of the LEA, and the commitment of staff to meet all the provisions, assurances, and statutory requirements of the grant and will meet all TEA requirements.

Victory Preparatory Academy is committed to the full implementation of the grant, will meet all reporting guidelines, will coordinate efforts with the Texas Education Agency, and will ensure that funding awarded is utilized with fidelity and transparency for the 2014-2017 Cycle 3 years.

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 101865002

Amendment # (for amendments only):

Program authority: P.L.107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)

Project period: August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.

Fund code:
276**Budget Summary**

Schedule #	Title	Class/ Object Code	3-Year Program Cost	3-Year Admin Cost	3-Year Total Budgeted Cost	Pre-Award
Schedule #7	Payroll Costs (6100)	6100	\$1,232,106	61,605	1,293,711	\$
Schedule #8	Professional and Contracted Services (6200)	6200	\$369,500	18,475	387,975	\$
Schedule #9	Supplies and Materials (6300)	6300	\$379,000	18,950	397,950	\$
Schedule #10	Other Operating Costs (6400)	6400	\$42,500	2,125	44,625	\$
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$	\$	\$	\$
Total direct costs:			\$2,023,106	101,155	2,124,426	\$
Percentage% indirect costs (see note):			N/A	5.0%	5.0%	\$
Grand total of budgeted costs (add all entries in each column):			\$2,023,106	\$101,155	\$2,124,261	\$

Administrative Cost Calculation

Enter the total grant amount requested:	\$2,023,106
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$101,155

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application.

Annual Budget Breakdown

Year 1	Year 2	Year 3	3-Year Total Budget Request
\$800,000	\$662,130	\$662,131	2,124,261

Note: No more than \$2,000,000 per year may be requested. *Total Budget Request above must match.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 101865002

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Pre- Award
Academic/Instructional					
1	Teacher	1		\$120,00	
2	Educational aide			\$	\$
3	Tutor			\$	\$
Program Management and Administration					
4	Project director/coordinator	1		\$200,100	
5				\$	\$
6	Academic Dean	1		\$150,000	
7	Teacher supervisor			\$	\$
8	Secretary/administrative assistant	1		\$120,000	
9	Data entry clerk		1	\$60,000	
10	Grant accountant/bookkeeper			\$	\$
11	Evaluator/evaluation specialist			\$	\$
Auxiliary					
12	Counselor			\$	\$
13	Social worker	1		\$150,000	
14	Community liaison/parent coordinator			\$	\$
Other Employee Positions					
21	Truancy Officer	1		\$150,000	
22	Title			\$	\$
23	Title			\$	\$
24	Subtotal employee costs:			\$935,100	
Substitute, Extra-Duty Pay, Benefits Costs					
25	6112 Substitute pay			\$	\$
26	6119 Professional staff extra-duty pay			\$200,000	
27	6121 Support staff extra-duty pay			\$50,000	
28	6140 Employee benefits			\$47,006	
29	61XX Tuition remission (IHEs only)			\$	\$
30	Subtotal substitute, extra-duty, benefits costs			\$297,006	\$
31	3-Year Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$1,232,106	\$

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 101865002

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Grant Amount Budgeted	Pre-Award
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$	\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted	Pre-Award
1		<input type="checkbox"/>	\$	\$
2		<input type="checkbox"/>	\$	\$
3		<input type="checkbox"/>	\$	\$
4		<input type="checkbox"/>	\$	\$
5		<input type="checkbox"/>	\$	\$
6		<input type="checkbox"/>	\$	\$
7		<input type="checkbox"/>	\$	\$
8		<input type="checkbox"/>	\$	\$
9		<input type="checkbox"/>	\$	\$
10		<input type="checkbox"/>	\$	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$	\$

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

Specify topic/purpose/service: Grant evaluator to evaluate program progress		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service: To evaluate grant goals quarterly to measure growth and to determine if goals on target to meet annual goals.			
	Contractor's Cost Breakdown of Service to Be Provided		
		Grant Amount Budgeted	Pre-Award
1	Contractor's payroll costs: \$24,000 # of positions: 1	\$24,000	\$
	Contractor's subgrants, subcontracts, subcontracted services	\$	\$
	Contractor's supplies and materials	\$	\$
	Contractor's other operating costs	\$	\$
	Contractor's capital outlay (allowable for subgrants only)	\$	\$
	Total budget:	\$24,000	\$

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 101865002

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

2	Specify topic/purpose/service: Ongoing external coaching and modeling for teachers identified as needing additional assistance in the delivery of instruction to students based on curriculum based assessments and administrative walk through observations in math and reading/language arts.		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: Teachers will be identified early needing assistance in lesson planning, delivery of effective instruction, using data in driving instruction, understanding how to implement the lesson cycle and ways to differentiate instruction for the learners in the classroom. Two to three coaching visits per month will provide support to teachers during the 3 year cycle.			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs: \$65,000	# of positions: 3	\$110,500	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
3	Contractor's capital outlay (allowable for subgrants only)		\$	\$
	Total budget:		\$110,500	\$
	Specify topic/purpose/service: External tutors will provide service to students in grades 3-8, in small group settings, in math and reading/language arts. Students will receive remediation in TEKS not mastered on STAAR end of year tests and campus curriculum based assessments.		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: External tutors will utilize grade level data based on curriculum based assessments to provide individualized and or small group interventions for students, grades 3-8, in STAAR tested reading/language arts and math content. Tutors will have expertise in tutorial area and be knowledgeable of TEKS curriculum.			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs: \$75,500	# of positions: 6	\$105,000	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
4	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
	Total budget:		\$105,000	\$
	Specify topic/purpose/service: External consultants to provide quarterly instructional audits to determine teacher quality and effectiveness		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: The purpose of the audits is to ensure that teachers are teaching the TEKS curriculum as outlined in the pacing charts, implementing the lesson cycle, planning effectively, differentiating instruction for learners, and maintaining data folders on all students.			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
Contractor's payroll costs: \$25,000		# of positions: 2	\$25,000	\$
Contractor's subgrants, subcontracts, subcontracted services		\$	\$	
Contractor's supplies and materials		\$	\$	
Contractor's other operating costs		\$	\$	
Contractor's capital outlay (allowable for subgrants only)		\$	\$	

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #8—Professional and Contracted Services (6200) (cont.)			
County-District Number or Vendor ID: 101865002		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)			
5	Specify topic/purpose/service: Professional Development during the school year in CSF's specific to improving academic performance, developing effective leadership, and increasing instructional pedagogy with teaching staff.		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service: Core content area teachers will return three days early, before the beginning of the school year, to be trained in improving student academic achievement in the new math TEKS, ELAR, the lesson cycle, use of pacing charts so that all academic systems are in place prior to the entry of students for the 2014-2015 school year. Professional Development sessions during the school year to be held on early release days, during PLC's, and Saturday PD sessions during the 3 year grant cycle.		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
			Pre-Award
	Contractor's payroll costs: \$75,000	# of positions: 3	\$75,000
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
Contractor's capital outlay (allowable for subgrants only)		\$	
Total budget:		\$75,000	\$
6	Specify topic/purpose/service: Technical assistance provided by service center		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service: To collaborate with campus regarding any technical assistance needed regarding grant implementation		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
			Pre-Award
	Contractor's payroll costs: \$10,000	# of positions: 1	\$10,000
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
Contractor's capital outlay (allowable for subgrants only)		\$	
Total budget:		\$10,000	\$
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	\$
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$	\$
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$349,500	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$20,000	\$
(Sum of lines a, b, c, and d) 3-Year Grand total		\$369,500	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.4

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 101865002

Amendment number (for amendments only):

Expense Item Description

6399	Technology Hardware—Not Capitalized						
	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
	1	Tablets	To provide interactive instruction and individualized instruction for RTI	100	\$200	<u>\$20,000</u>	
	2	Laptops	Teacher portable computers to use in PLC planning meetings	10	\$400	<u>\$40,000</u>	
	3	Document camera	To use in lesson presentations	10	\$1200	<u>\$12,000</u>	
	4	Desktop computers	To create classroom computer stations for student small group assignments, assessments				
	5	Math manipulatives	Math kits for interactive use in all classrooms				
	6	Smartboards	Interactive classroom boards for direct instruction				
	7	Projectors	To enable teacher information to be projected on the smartboard				
	5	Science portable labs	Portable science labs to be used to give students hands on experience in lab experiments with equipment				
	6	Security radios	To maintain school wide communication				
	7	Classroom computer stations	To provide 5 stations in each classrooms for technology integration				
	8	Dictionaries	Classroom sets to be used in language arts classes				
	9	Journals	Journals for writing across the curriculum				
	10	Libraries	Classroom libraries for literacy development				
	11	STAAR Workbooks - Math	Supplement TEKS instruction				
	12	STAAR Reading Workbooks	Supplement TEKS instruction				
	13	Consumables	Paper, pencils, pens, copy paper, notebook filler, binders, etc				
6399	Technology software—Not capitalized						
6399	Supplies and materials associated with advisory council or committee					\$	\$
Subtotal supplies and materials requiring specific approval:						\$72000	\$
	Remaining 6300—Supplies and materials that do not require specific approval:					\$277,000	\$
3-Year Grand total:						\$379,000	\$

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 101865002		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Pre-Award
6411	Out-of-state travel for employees (includes registration fees)	\$10,000	\$
	Specify purpose: Conferences for administrators on school improvement		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$4,500	\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$3,000	\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$5,000	\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$
6490	Advisory council/committee travel or other expenses	\$5,000	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$1,000	\$
	Specify name and purpose of organization: National Association of Secondary Principals, and Association of Curriculum and Development		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$14,000	\$
	Specify purpose: Printing costs for assessments; discipline posters		
Subtotal other operating costs requiring specific approval:		\$43,500	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$	\$
3-Year Grand total:		\$42,500	\$

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 101865002

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX/15XX—Technology hardware, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX/15XX—Technology software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				\$	\$
3-Year Grand total:				\$	\$

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 101865002

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:

Category	Number	Percentage	Category	Percentage
African American	236	88.06%	Attendance rate	93%
Hispanic	30	11.19%	Annual dropout rate (Gr 9-12)	%
White	0	0%	Annual graduation rate (Gr 9-12)	%
Asian	0	0%	STAAR / EOC met 2013 standard, mathematics (standard accountability indicator)	28%
Two or more	2	.75%		
Economically disadvantaged	268	100%	STAAR / EOC met 2013 standard, reading / ELA (standard accountability indicator)	45%
Limited English proficient (LEP)	0	0%	Students taking the ACT and/or SAT	%
Disciplinary placements	59/306	19%	Average SAT score (number value, not a percentage)	
			Average ACT score (number value, not a percentage)	

Comments

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	14	87.5%	No degree		%
Hispanic	1	6.25.%	Bachelor's degree	15	72%
White	1	6.25%	Master's degree	12	28%
Asian	0	%	Doctorate		%
1-5 years exp.	12	75%	Avg. salary, 1-5 years exp.	38,000	N/A
6-10 years exp.	3	19%	Avg. salary, 6-10 years exp.	42,000	N/A
11-20 years exp.	1	6.8%%	Avg. salary, 11-20 years exp.	45,000	N/A
Over 20 years exp.		%	Avg. salary, over 20 years exp.		N/A

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school		15	20	28	27	24	23	43	43	45					268
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:		15	20	28	27	24	23	43	43	45					268

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school		1	1	1	1	1	1	4	3	3					16
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:		1	1	1	1	1	1	4	3	3					16

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: 101865002

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with “need” defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The TTIPS Cycle 3 planning process began with the already established Campus Leadership Team, comprised of LEA administrators, campus administrators, teachers, and support staff. The team analyzed PEIMS teacher and student data, TAPR data, data from the STAAR 2013 test administration that reflected all students and subgroups tested, climate surveys, parent program data, attendance and discipline data, to determine what the causal factors were that contributed to student low performance. This data was thoroughly analyzed and focus areas targeted on the gaps in academic data as it related to required state accountability measures with the desired outcomes of students meeting the index scores and systems safeguards in the Texas Education Agency State Accountability System. The needs were prioritized based on: student achievement, teacher development, attendance and discipline, and leadership effectiveness. The following needs were prioritized as a focus for the TTIPS Cycle 3 Grant.

Need 1: To provide research-based core content training for teachers in the TEKS curriculum, vertical alignment of the TEKS, using data to drive instruction, and training teachers to differentiate instruction for different learners in the classroom and to allow for flexible scheduling

Need 2: To hire highly qualified, teachers to ensure that certified teachers are in classrooms at the beginning of the 2014 school year.

Need 3: To put systems and standards in place to enhance positive school climate for instruction. A review of discipline data indicated that students were not taking responsibility for their behaviors in and out of the classrooms, thus, resulting in non-mastery of core content.

Need 4: To improve leadership effectiveness with the development of a school vision and mission to inform student academic achievement through a strong discipline management program, parent engagement program, and the monitoring of the daily instructional program through data analysis and weekly classroom observations.

Need 5: To improve parent and community engagement by providing programs for parents to participate in related activities that promote academic achievement of students

This gathering of data enabled the Campus Leadership Team to get an array of thoughts into a shared vision of what the school needed to do to turn around student achievement. As a result of a thorough review of the data, interventions were identified to address curriculum, instruction, attendance, discipline and assessment issues through selected research-based strategies. The plan focused on a unified purpose to address the condition of low performance and the implementation of the Critical Success Factors and Elementary Secondary Education Act (ESEA) Turnaround Principles.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 101865002

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	To provide research-based core content training for teachers in the TEKS curriculum, vertical alignment of the TEKS, using data to drive instruction, and training teachers to differentiate instruction for different learners in the classroom and to allow for flexible scheduling	<p>Provide funding to purchase data program and train teachers and administrators to use data to identify and implement an instructional program that is vertically aligned from one grade to the next and with the State academic standards;</p> <p>Ensure continuous use of student data to differentiate instruction to meet the needs of individual students;</p> <p>Provide increased learning time through creative scheduling for student use of purchased technology hardware and software related to the TEKS curriculum</p> <p>Provide funding for tutoring/intervention program for those Tier II and Tier III students needing academic support in reading and math by increasing learning time for students.</p> <p>Provide funding for materials, supplies and human resources aligned to the goals and objectives of the program.</p> <p>Provide funding for an Academic Dean to work with curriculum and instruction for grades K-8, development of CBA's, and planning with teachers on a weekly basis to ensure rigor is a part of the planning process and monitoring classroom instruction;</p> <p>Provide funding for teachers attending external professional development with regional educational centers and conferences to increase skill development in the delivery of classroom instruction;</p> <p>Contract with external consultants with expertise in coaching areas to work with teachers identified in need of assistance in the delivery of effective instruction and classroom management;</p>
2.	To hire highly qualified, teachers to ensure that certified teachers are in classrooms at the beginning of the 2014 school year.	<p>Provide funding for on-going professional development so teachers will continue receiving research-based training in core content for teacher promotional opportunities;</p> <p>To provide a weighted incentive plan at the end of each school year based on student achievement, attendance, professional development, evaluation, and school participation;</p> <p>Provide funding for a sign on bonus in recruiting certified teachers in core content areas</p>

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #14—Management Plan

County-district number or vendor ID:

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	The district level coordinator will serve the district as a support and liaison to the campus in the school improvement process, and serve as a key member of the district leadership team responsible for overseeing district-level accountability and conducting performance-based monitoring interventions.
2.	PSP (required)	Professional Service Providers (PSPs) are experienced educators (former principals, superintendents and district administrators) who provide technical assistance to campuses and districts with required interventions in the Texas Accountability Intervention System. The PSP provides assistance and oversight in building the capacity of campus/district leaders, teachers and staff to understand the Systems for Continuous District and School Improvement, and to identify and address gaps in the Critical Success Factors.
3.	Project Director/Coordinator	TTIPS Project Director/Coordinator, with a minimum of three years of educational experience, and a master's degree will be hired to provide oversight for the Turnaround Process, coordinate the grant, serve as a liaison to ensure that operational flexibility is allowed in implementing the grant, responsible for the oversight of the Turnaround process, manage and coordinate all grant budget items with the business office, monitoring the improvement plan, order materials, submit reports to the state, and participate in the TCDSS school improvement process with the Professional Service Provider assigned to the campus
4.	Academic Dean	Academic Dean, with a minimum of three years of experience in education, and a masters degree, will oversee the campus academic program ,serve as a teacher facilitator in math and reading, develop all campus curriculum based assessments, conduct data meetings, and facilitate weekly PLC meetings.
5.	Social Worker	A Social Worker, with a Bachelor's Degree, will be available to parents after school hours to: assist parents with students needing social and emotional support and help parents access resources that will enable students to attend school on a regular basis. The Social Worker will work closely with the attendance department and make contact with students and parents regarding student irregular attendance
6.	External Consultants	External Consultants must have master's degree, a minimum of 5 years of classroom teaching experience, a minimum of 5 years of supervision and/or administration, and knowledge of the TEKS curriculum, and expertise in consultant areas requested. Resume and a minimum of three references must be verified regarding consultant services provided in educational settings.
7.	External Tutors	External tutors must have a minimum of 2 years of tutorial experience, a minimum of 60 hours of college hours in tutored content and/or retired teachers who have expertise in tutored content. Resumes and transcripts of college students required. Resumes required of retired teachers highlighting areas of expertise.
8.	Teacher	A teacher, with a bachelor's degree, and a minimum of three years teaching experience, and preferably hours documenting training in teaching gifted and talented students with knowledge of the TEKS curriculum.
9.	Parent Liaison	Parent Liaison, an Associate's Degree required, will plan monthly parent meetings, curriculum nights, parent trainings, and work in the school community to solicit school partnerships.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 101865002

Amendment # (for amendments only):

Part 2: External Providers. Describe the process used to recruit, select and provide oversight to external providers to ensure their quality. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

External independent consultants will be vetted through the business department. External consultants will be recruited by the administration with recommendations from service centers, other charter schools, and ISD's as having a proven record in effective teacher training. Consultants must have knowledge of pedagogy in area of training, and complete understanding of the TEKS curriculum and state accountability system. External consultant companies will undergo the same process with proposals submitted to the campus, a minimum of three schools/district references stating trainings performed, with participant training evaluation(s) included in the application process. Applicants must have knowledge in Critical Success Factors and the Turnaround Principles.

The administration will develop a screening tool to determine applicant's ability to perform service. The administration will review all applicants interested in performing external independent consultant services for the TTIPS grant. The applicant(s) will be interviewed by the administration and members of the Campus Leadership Team prior to selections. A contract administration system will be utilized to ensure that consultants perform in accordance with the terms, conditions, and specifications of their contracts and written agreements.

A copy of the signed contract, agreement, or purchase order for services to be performed and the rationale or procedure for selecting a particular consultant or contractor will be part of the documentation maintained by the business office with a description detailing the conditions of contracts or agreements in excess of \$10,000 on how the contract may be terminated for cause or for convenience and include the basis for settlement. Selected external providers will be observed and screened as services are performed, with measurable indicators to achieve the desired outcomes of services provided. Consultants will be selected based on demonstrated competence, qualifications, experience, and reasonableness of costs. Costs are reasonable in relation to expected outcomes:

- The amount requested would be expected to have an impact on the stated needs.
- The expected outcomes are sufficient to justify the amounts requested and reasonable if it meets the following standards:
 1. The cost is of a type generally recognized as ordinary and necessary for the operation of the organization or grant performance.
 2. Consideration must be given to contractor integrity, compliance with public policy, past performance, and financial and technical resources.

Records will be maintained on services performed—date of service, purpose of service—ensuring that services are consistent and satisfactory as described in the signed contract.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 101865002

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The process and procedures that are currently in place for monitoring the attainment of goals and objectives follow:

The Continuous TAIS Improvement Plan is currently used to monitor the goals and objectives set forth in the Improvement Required Plan at Victory Preparatory Academy Elementary Campus. The data analysis process was conducted with the Professional Service Provider and the Campus Leadership Team that yielded a summary of findings in academics, attendance, discipline, parent involvement, teacher efficacy, and leadership effectiveness. The next step was to engage in the campus needs assessment, which is designed to safeguard against planning or implementing strategies before the root causes of problems are understood so the improvement process is targeted and focused. The steps were then instituted with the team to look thoroughly into the needs using the following steps:

- Establish the purpose of the needs assessment
- Gather data from all student and teacher sources (attendance, assessment, discipline, report cards, PEIMS)
- Analyze data through a root cause analysis
- Prioritize data to determine what could be discarded and what was the primary factor in cause
- Identify needs that were consistent across the analysis that caused low performance

Once the needs were identified, the Critical Success Factors were matched to the needs and index scores. An annual goal was developed highlighting the strategy to be used in addressing each individual need. By addressing each individual need, it was then determined how the need would impact the index score and Critical Success Factor (CSF) of the identified system. Next, quarterly goals were developed, and for each quarterly goal, interventions were designed to meet the identified needs. Data was collected each quarter to monitor the interventions. The data was analyzed to determine if the campus was on track to meet the annual goal. Data was collected related to each intervention to show evidence that the goal would or not be met. If evidence indicated that the goal would not be met, adjustments were made so the measurable annual goal would be met at the end of the school year. Interventions were adjusted and/or changed. If the need was met and/or was no longer necessary to meet the annual goal, a new need, with interventions was added to the plan to help attain the goals in the plan. This review process is conducted at the end of each quarter and reported to the Texas Education Agency by the Professional Service Provider. Monitoring is ongoing so corrections needed related to student achievement, school climate, and leadership are made immediately

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 101865002

Amendment # (for amendments only):

Part 4: Sustainability and Commitment (cont). Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

During the 2013-2014 school year, Victory Preparatory Academy, used external consultants and tutors to work with teachers and students. Funding was through Title I. Due to the Improvement Required rating at the end of the 2013 school year, and student performance rates, it was determined that support needed to be given to teachers in instruction, planning, and pedagogy. External consultants coached, modeled, and monitored instruction of teachers in math, reading, and science. This support enabled those teachers who were not certified, but highly qualified to develop strategies and interventions needed to advance academic achievement in students. Limited funding did not allow for the needed time to maximize teacher preparation and instruction. Based on curriculum assessments, student academic scores improved. Walk through observations indicated that students were more focused, on task, and teachers were implementing the lesson cycle with a moderate level of success. Lessons observed were TEKS aligned, but pacing was still a problem based on teacher time management skills.

Teacher training is a priority at Victory Preparatory Academy. There was a limited amount of on-going job-embedded training during the school year because of limited funding. The TTIPS Grant will allow for more specified, diversified training for teaching staff in core content areas throughout the school year. With the redesigning of the school day, there will be opportunities for PLC development, teacher critical conversations, data analysis, planning, and developing rigorous lessons so that student achievement is advanced. Coaching and modeling will continue during the grant funded period and will increase teacher pedagogy and best research-based instructional strategies. As a result, teachers will be eligible for incentives based upon increasing student performance. Efforts will be put into place to seek and get partnerships to continue the programs that will be developed through the grant to expose students to career awareness and choices through local colleges and universities. Victory Preparatory will seek donors to support and reward students and teachers in the classroom setting. Victory Preparatory Academy will seek additional grants through philanthropic foundations, USDE, and TEA for funding and growth.

Data analysis will be a continued commitment after the funding ends and will be supported through LEA and Title I funds. There will be a limited need for external coaches, based on the research-based training provided to teachers at the beginning and during the school year. Instructional quarterly audits will continue to be implemented and funding can be supported through local and federal funds. Once the grant is funded, and at the beginning of the grant funding period, a commitment to remain through the project will be signed by all teachers and support staff. Staff stability is the key to ensuring the academic success of students. .

During the contract years, student recruitment will be of high priority, and the goal is to attract and recruit students to the gifted and talented program, which will be fully implemented by the end of the grant period. The purpose of developing a gifted talented program is to enhance student instruction, interest, and maintain students as they matriculate through the grade levels at Victory Preparatory Academy. Parent involvement will play an integral part in the development of the campus. As a result of increased enrollment, ADA will increase, thus enabling the campus to have more funding to maintain the enhance programs that were grant funded.

Victory Preparatory Academy is strongly committed to ensuring that the funds are used to provide adequate resources to turn the school around and to sustain the academic achievement and management of the campus after funding ends in 2017.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #15—Project Evaluation

County-district number or vendor ID: 101865002

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Data Analysis System (academic, discipline, attendance, climate surveys, parent program participation)	1.	STAAR end of year data will be analyzed to determine student performance and TEKS areas to be addressed for intervention.
		2.	Ongoing data analysis of campus curriculum based assessments administered each six weeks to determine intervention, with student monitoring of TEKS/SEs; RTI referrals; data conferences scheduled with teachers monthly to determine areas of re-teach; areas needing assistance in instruction; and to review project strategies. Data binders will be developed for each teacher with individual data forms for students.
		3.	NAASP Case Climate survey will be purchased and/or climate surveys will be developed and administered to stakeholders at the beginning of the year to determine campus needs, culture, program, leadership, management, accessibility, with a middle of the year and end of year survey evaluation to determine level of program accomplishments. Discipline and attendance data will be tracked with a plan developed and monitored by the discipline management committee to track student attendance and discipline, with corrective actions for students not meeting the indicators. The plan will also include parent program participation and will be monitored monthly.
2.	Teacher Evaluation System	1.	Teachers will be trained on the evaluation system to be used during the 2014-2017 school year to determine teacher proficiency. The evaluation will be a TEA evaluation instrument, and the indicators will be designed to meet the goals and objectives of the improvement plan.
		2.	A minimum of (10) 5-10 minute walk through observations will be conducted by administrators on a weekly basis to determine teacher effectiveness and classroom management. A minimum of (6) 45 minute formal observations will be conducted during the school year, with conferences held to discuss findings during the combination of walk through and formal observations so a plan of action is developed if needed.
		3.	A formal summative conference will be held with teaching staff at the end of the school year to determine if teacher met evaluation standards.
3.	Leadership Evaluation System	1.	A research-based leadership evaluation system developed by NAASP (National Association of Secondary School Principals) will be used for leadership evaluation. The five domains comprising the evaluation are: (1) data-driven focus on student achievement, (2) continuous improvement of instruction, (3) a guaranteed and viable curriculum, (4) parent engagement, (5) school climate. Actions and behaviors will be indicators under each domain in which leaders will be rated. The leadership evaluation tool is aligned with the project strategies outlined in the TTIPS grant. The evaluation system will be submitted to the board for approval.
		2.	A mid-term evaluation will be conducted by the Superintendent of Schools to determine the state of the school and the progress of goals and objectives in the grant as it applies to leadership evaluation.
4.	Instructional Audit Documents	1.	Instructional audits will be conducted quarterly by external contractors to determine if the academic goals and objectives are being met by classroom teachers. Documentation of data, lesson plans, professional development, and walk through observations, and observed delivery of instruction will be used to determine if goals and objectives of the grant are being met.

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #15—Project Evaluation (cont.)

County-district number or vendor ID: 101865002

Amendment # (for amendments only):

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Describe how the district will modify its practices or policies, if necessary, to enable schools to implement interventions fully and effectively. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Project Director/Coordinator will collect and maintain all programmatic data related to the grant and evaluation design. Annual goals for student achievement on the State's assessments in both reading/language arts and mathematics will be developed and progress will be measured on the indicators. A reporting form will be used for all internal and external services provided indicating purpose of service, audience, number of participants served, and if goal was met. This reporting form will be submitted upon completion of each activity to the Program Director/Coordinator.

All programs implemented with the funding will include, but not be limited to:

- Campus program information – parent, teacher, students, number of participants served
- PLC meetings – submittal of agendas, topics discussed, and actions taken
- Academic data – Curriculum based assessments administered and teacher/student data collected each six weeks
- External Consultants – Professional development sessions, agendas, number of participants served, and evaluation forms; teachers coached with observation logs with a monthly synopsis of services
- External tutors – tutor logs highlighting TEKS/SEs tutored, assessment and attendance data, number of hours each participant received tutoring, and progress measures submitted to teachers regarding impact of tutorial sessions
- PEIMS Data – attendance and discipline data collected monthly
- Assessment Data – achievement results on curriculum based assessments
- Parent program information – program activities, volunteers, parent/teacher documentation, parent referrals for social services
- Campus climate - surveys, incentive programs
- Budgetary items – purchase orders, materials ordered

STAAR binders will be maintained by the Project Director/Coordinator for review by all stakeholders with individual student data. Campus based teacher assessment data will be maintained by the TTIPS Coordinator so contracted consultants can have access to teacher and student results for planning purposes. The TTIPS Coordinator will collaborate with the registrar on a regular basis to collect and maintain student attendance.

Program monitoring will be ongoing and conducted by administration, Program Director/ Coordinator, and Academic Dean to ensure that the campus is implementing the grant goals and objectives with fidelity. Monthly meetings will be held with the Campus Leadership Team to review the interventions in place and to determine if modifications are needed to meet the goals of the grant. During the meetings, all components of the program will be reviewed based on reports submitted by external consultants, tutors, and collected walk through documentations, and data collected from the curriculum based assessments. If adjustments are needed, a timeline will be developed based on the need and/or adjustment needed and the staff member responsible for the monitoring of the adjustment. Ongoing conversations will be held on a weekly basis with administration and support staff to ensure that student achievement is increased.

The TTIPS Coordinator will maintain all records reflecting materials and supplies ordered using grant funds; submit purchase orders and invoices to the business office for payment within the specified timeline and ensure the fidelity of funds expended are allowable based on grant guidelines. The district will grant the campus the operational flexibility to modify or change interventions as needed.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID:

Amendment # (for amendments only):

Part 1: Intervention Model to be Implemented – Indicate the model selected by the LEA/Campus for implementation.☐ Transformation☒ Turnaround☐ Closure☐ Restart**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101865002

Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	Strengthen the School's Instructional Program	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A.		
			B.		
			C.		
			D.		
			E.		
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A.		
			B.		
			C.		
			D.		
			E.		

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID:

Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Use of Quality Data to Inform Instruction	<i>Use of Data to Inform Instruction</i>	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A.		
			B.		
			C.		
			D.		
			E.		
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A.		
			B.		
			C.		
			D.		
			E.		

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID:

Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	<i>Providing strong leadership</i>	1. Replace the principal who led the school prior to the commencement of the transformation model.	<i>Provide name and date of hire for principal or date of anticipated replacement:</i>		
		2. Use rigorous, transparent, and equitable evaluation systems for principals that take into account data on <i>student growth</i> as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement Definition: <i>Student growth</i> means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.	A.		
			B.		
			C.		
			D.		
			E.		
			F.		
			G.		
			H.		

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID:

Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	Providing strong leadership	3. Identify and reward school leaders who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	A.		
			B.		
			C.		
			D.		
		4. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	A.		
			B.		
			C.		
			D.		

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID:

Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Learning Time	Redesigned School Calendar	1. Establish schedules and strategies that provide increased learning time (using a longer day, week or year)	A.		
			B.		
			C.		
		2. Provide additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.	A.		
			B.		
			C.		
		3. Provide Additional time for instruction in other subjects and enrichment activities that contribute to a well rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.	A.		
			B.		
			C.		
		4. Provide additional time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.	A.		
			B.		
			C.		

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID:

Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	<i>Ongoing Family and Community Engagement</i>	1. Provide ongoing mechanisms for family engagement	A.		
			B.		
			C.		
			D.		
			E.		
		2. Provide ongoing mechanisms for community engagement	A.		
			B.		
			C.		
			D.		
			E.		

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID:

Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve School Climate	<i>Improve School Climate</i>	Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	A.		
			B.		
			C.		
			D.		
			E.		

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID:

Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	1. Use rigorous, transparent, and equitable evaluation systems for teachers that Take into account data on <i>student growth</i> as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement Definition: <i>Student growth</i> means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.	A.		
			B.		
			C.		
			D.		
			E.		
			F.		
			G.		
			H.		

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID:

Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	2. Identify and reward teachers and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	A.		
			B.		
			C.		
			D.		
		3. Provide staff ongoing, high quality, job-embedded professional development (e.g., regarding subject specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	A.		
			B.		
			C.		
			D.		
			E.		
			F.		

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #16—Responses to Statutory Requirements					
County-district number or vendor ID:			Amendment # (for amendments only):		
Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.					
CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	<i>Ensure Effective Teachers</i>	4. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation / turnaround school.	A.		
			B.		
			C.		
			D.		

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101865002

Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (TURNAROUND MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	Strengthen the School's Instructional Program	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A. Teachers will return 3 days early for job-embedded professional development with a training focus on math, reading and teaching with rigor and relevance.	08/14 08/15 08/17	08/14 08/15 08/17
			B. Teachers will meet in PLC's weekly to align lessons vertically in reading and math based on TEKScope and pacing charts.	09/14	08/17
			C. Students will be identified for early intervention based on TPRI, ISTAR, Think Through Math placement tests, and end of year STAAR test.	09/14 09/15 09/17	06/14 06/15 06/17
			D. Targeted professional development will be provided to teachers on effective instructional delivery and the implementation of the curriculum	09/14	06/17
			E. Walk through observations will be conducted by administration, weekly, to determine effectiveness and rigor of teacher instruction with teachers identified for external coaching support.	09/14	06/17
			F. a minimum of 40 additional PD hours required	08/14	05/14
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the	A. Train teachers and administrators in effective use of data management system in tracking individual student performance.	0/8/14	08/14
			B. Teachers, grades K-5, will be trained and will implement small group rotations in reading and math so that individual student needs are met based on lesson presented.	08/14	05/17

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

		academic needs of individual students.	C. A gifted and talented multi-grade program will be developed and implemented to promote the academic advancement of students in K-2, 3-5, and 6-8, with the program focus on project based learning with TEKS incorporated into the project plans.	08/14	05/17
			D. Develop students social skills through academic extra – curricular activities with staff sponsors, i.e., book club, math contests, etc.	10/14	5/17
			E.		

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101865002

Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (TURNAROUND MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Use of Quality Data to Inform Instruction	Use of Data to Inform Instruction	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A. Analyze STAAR end of the year data at the end of each grant year, 2014 – 2017 to determine targeted TEKS areas for the year in professional development and student interventions	08/14	06/17
			B. Students needing intervention will be provided tutorial support during the day and after school extended day based on CBA data.	10/14	05/17
			C. Students will be assessed each six weeks on TEKS taught and data talks will be conducted with administration to determine intervention needs of students	10/14	05/17
			D. Students will track their 6 week CBA data and student expectations so they will be knowledgeable of skills that need to be improved in reading and math.	10/14	04/17
			E.		
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A. Teacher and student data will be tracked with data talks conducted with teachers after each administered CBA and benchmark test.	10/14	03/17
			B. Utilize the data management system to measure and monitor student progress on meeting state standards	08/14	08/17
			C. Utilize data management system reports to make high quality instructional decisions for curriculum, instruction and planning and provide continuous feedbacks during meetings	08/14	08/17

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

			D. Develop an annual assessment plan to measure student progress at 6 week intervals	08/14	08/17
			E.		

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101865002

Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (TURNAROUND MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	<i>Providing strong leadership</i>	1. Replace the principal.	<i>Current principal hired in 2013-2014:</i>	08/14	-----
		2. Grant principal sufficient operational flexibility (including in staffing, calendars / time, and budgeting) to implement a fully comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.	A. Develop a monthly calendar to be submitted to stakeholders outlining all monthly events in relation to meetings, trainings, campus events, assessments and due dates related to the effective implementation of grant	09/14	05/17
			B. Principal will meet with Grant Coordinator and business office on a regular basis to determine budgetary needs identified in the grant as it relates to materials, supplies, and human resources needed to implement the goals and objectives of the grant.	08/14	08/17
			C. Principal will adhere to all operational guidelines in the grant and ensure that programs, committees, PLC's are fully operational and part of the monthly calendar.	08/14	08/17
			D. Principal will coordinate all professional development, internal and external, to ensure that the goals and objectives of the academic program are meeting timelines and guidelines.	08/14	08/17
			E. Provide mentoring/coaching for principal to insure development of instructional/curriculum leadership skills.	09/14	06/15

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

		3. Adopt a new governance structure, which may include, but it not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability	A. Principal will report directly to the Superintendent regarding budgetary needs, day to day operations of the grant, with documentation to support all requests and needs based on the goals and objectives of the grant.	Quarterly 09/14	08/17
			B. The Principal will sign a letter of commitment for the 3 year life of the grant, and ensure that all goals and objectives that are outlined in the grant will be administered and delivered by campus staff so that student achievement is improved and met.	08/14	08/17
			C. Principal will participate in on-going job-embedded professional development in developing leadership skills	09/14	08/17
			D.		
			E.		

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101865002

Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (TURNAROUND MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Learning Time	Redesigned School Calendar	1. Establish schedules and strategies that provide increased learning time (using a longer day, week or year)	A. The schedule will be adjusted to add 150 minutes to the school week, so that teachers will have additional extended time for end of the day interventions or enrichment.	08/14	08/17
			B. Students missing two extended day tutorials sessions per month will be required to attend Saturday tutorials for make-up.	10/14	04/17
			C. Extended day tutorials will be held two days/week and conducted by external tutors with expertise in tutored areas and TEKS.	10/14	04/17

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

		2. Provide additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.	A.		
			B.		
			C.		
		3. Provide Additional time for instruction in other subjects and enrichment activities that contribute to a well rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.	A. Students will participate in 20 day enrichment summer school program to advance TEKS in reading and math	08/15	06/17
			B.		
			C.		
		4. Provide additional time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.	A. Four early release days will allow teachers to plan, and analyze six week campus assessments across grade levels and plan vertically for interventions	11/14	05/17
			B.		
			C.		

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101865002

Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (TURNAROUND MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	<i>Ongoing Family and Community Engagement</i>	Provide appropriate community-oriented services and supports for students.	A. The parent liaison will provide monthly parent meetings with parents that will focus on academics, training in the use of technology, training and accessing IStation at the home, STAAR math and reading nights, and other trainings identified by parents and school. A parent calendar will be developed and submitted to parents monthly highlighting campus activities.	09/14	08/17
			B. The social worker will provide information and support for parents in accessing community resources that relate to social and emotional needs of students. The social worker will be available to parents before and after school on designated days, with flexible scheduling.	09/14	05/17
			C. Secure community partnerships and initiatives to support the academic program.	10/14	08/17
			D. Update the webpage for parent access to information regarding school activities, policies and procedures, and a parent portal to access student academic information	08/14	08/17
			E. Monitor the mobility rate and provide assistance to parents so student stability is maintained.	09/14	0/6/17

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Improve School Climate	<i>Improve School Climate</i>	Provide appropriate social-emotional services and supports for students.	A. A PBIS management program will be implemented school wide ensure consistency and continuity in student management. A committee will develop the management system and disseminate information to all stakeholders.	08/14	06/17
			B. A school wide incentive program will be developed and administered by the PBIS committee. Programs will be held each 6 weeks to highlight student academics, behaviors, and attendance. A Cardinal Cash incentive plan with a school store to be implemented school wide.	09/14	05/17
			C. Social Worker will design and implement a program to target students with repeated issues to develop character and responsibility. Small group sessions will be conducted, weekly.	08/14	08/17
			D. A parent, student, administrative conference will be held to determine interventions needed for students with repeated infractions with contracts signed.	08/14	08/17
			E. The NAASP developed CASE (Comprehensive Assessment of School Environment) survey will be administered to stakeholders to determine satisfaction with perceived strengths and weakness of the school and areas for future improvement with a written analysis by NAASP of results.	08/14	08/17

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101865002

Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (TURNAROUND MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	1. Using locally adopted competencies to measure effectiveness of staff who can work within the turnaround environment to meet the needs of students, screen all existing staff and rehire no more than 50 percent.	A. A committee will assemble to review and screen resumes submitted to campus for hire to determine which candidates will be interviewed. Administration and teacher representative will interview and make decision on selected staff.	08/14	08/17
			B. A signing bonus will be offered to teachers with a 3 year commitment for math, science, and special education	08/14	08/17
			C.		
			D.		
		2. Using locally adopted competencies to measure effectiveness of staff who can work within the turnaround environment to meet the needs of students, select new staff.	E. A research-based teacher evaluation system will be utilized to determine teacher competencies in: data-driven student achievement, Knowledge of TEKS Curriculum, Classroom Instruction and Presentation, Interpersonal/Professional Responsibilities, Teacher/Student Relations/ Classroom Management, Student Assessment, Professional Development, Parent Engagement	08/14	08/17
			F. Implement a monitoring form for frequent formative feedback based on walk through observations with indicators of success, including student growth and classroom management	08/14	08/17

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

			G.		
			H.		

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101865002

Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (TURNAROUND MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	3. Provide staff ongoing, high quality, job-embedded professional development (e.g., regarding subject specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	A. Teachers will be required to participate in job-embedded professional development, internal and external, to develop teaching skills and instructional strategies.	08/14	08/17
			B. Teachers will be required to obtain 40 additional hours of personal professional development in their core content areas through regional service centers, conferences, and site based professional development.	08/14	08/17
			C. A plan of action for teachers identified as needing assistance will be developed and external consultants will model and coach and monitor student growth on a bimonthly basis.	10/14	05/17
			D. Teachers will participate in PLC's to analyze data, plan vertical lesson and develop common assessments.	09/14	05/17
			E. A plan will be developed and implemented with timelines and criteria for removal of teachers who fail to improve professional practice and student academic performance.	08/14	06/17
		4. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain	A. A weighted incentive plan will be developed by the Campus Leadership Team to reward teachers who meet the academic standards, and incentives will be awarded to other staff based on role in school.	08/14	08/17
			B.		

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

		staff with the skills necessary to meet the needs of the students in a turnaround school.	C.		
			D.		

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101865002

Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (RESTART MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

Federal Restart Model Requirements: A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools, An EMO is a for-profit or non-profit organization that provides “whole-school operation” services to an LEA.) A restart model must enroll, within the grade it serves, any former student who wishes to attend the school.

CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	Strengthen the School's Instructional Program	A.		
		B.		
		C.		
		D.		
		E.		
Increase Use of Quality Data to Inform Instruction	Use of Data to Inform Instruction	A.		
		B.		
		C.		
		D.		
		E.		

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID:

Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (RESTART MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

Federal Restart Model Requirements: A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools, An EMO is a for-profit or non-profit organization that provides “whole-school operation” services to an LEA.) A restart model must enroll, within the grade it serves, any former student who wishes to attend the school.

CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	<i>Providing strong leadership</i>	A.		
		B.		
		C.		
		D.		
		E.		
Increase Learning Time	<i>Redesigned School Calendar</i>	A.		
		B.		
		C.		
		D.		
		E.		

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID:

Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (RESTART MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

Federal Restart Model Requirements: A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools, An EMO is a for-profit or non-profit organization that provides “whole-school operation” services to an LEA.) A restart model must enroll, within the grade a it serves, any former student who wishes to attend the school.

CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	<i>Ongoing Family and Community Engagement</i>	A.		
		B.		
		C.		
		D.		
		E.		
Improve School Climate	<i>Improve School Climate</i>	A.		
		B.		
		C.		
		D.		
		E.		

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID:

Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (RESTART MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

Federal Restart Model Requirements: A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools, An EMO is a for-profit or non-profit organization that provides “whole-school operation” services to an LEA.) A restart model must enroll, within the grade it serves, any former student who wishes to attend the school.

CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	A.		
		B.		
		C.		
		D.		
		E.		

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements				
County-district number or vendor ID:			Amendment # (for amendments only):	
Part 2: Intervention Model Requirements and Timeline (CLOSURE MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.				
Federal Closure Model Requirements: School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.				
CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	<i>Strengthen the School's Instructional Program</i>	A.		
		B.		
		C.		
		D.		
		E.		
Increase Use of Quality Data to Inform Instruction	<i>Use of Data to Inform Instruction</i>	A.		
		B.		
		C.		
		D.		
		E.		

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID:

Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (CLOSURE MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

Federal Closure Model Requirements: School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	<i>Providing strong leadership</i>	A.		
		B.		
		C.		
		D.		
		E.		
Increase Learning Time	<i>Redesigned School Calendar</i>	A.		
		B.		
		C.		
		D.		
		E.		

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID:

Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (CLOSURE MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

Federal Closure Model Requirements: School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	<i>Ongoing Family and Community Engagement</i>	A.		
		B.		
		C.		
		D.		
		E.		
Improve School Climate	<i>Improve School Climate</i>	A.		
		B.		
		C.		
		D.		
		E.		

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID:

Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (CLOSURE MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

Federal Closure Model Requirements: School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	A.		
		B.		
		C.		
		D.		
		E.		

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101865002

Amendment # (for amendments only):

Part 3: District Capacity: Describe the actions the district has taken, or will take, to determine its capacity to provide adequate resources and related support to the applicant priority school in order to implement, fully and effectively, the required activities of the school intervention model it has selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Victory Preparatory Academy and the staff of Victory Prep feel confident that they have the capacity and commitment to provide adequate resources and related services to fully and effectively implement the required activities of the intervention model and will have the full support of the Board of Education to meet the goals and objectives of the grant.

The LEA (Local Education Agency) has a DCSI (District Coordinator School Improvement) will continue to coordinate improvement between the campus and TCCDS (Texas Center for Campus and District Support), monitor improvement efforts, submit district required reports and work closely with the already established PSP (Professional Service Provider), and the grant staff in the implementation of the Critical Success Factors (CSF) outlined in the grant

The Local Education Agency has capacity to provide resources and support to the TTIPS Grant through the already developed data management system. Continuous use of the system will be to develop formative, interim and summative assessments to measure student growth and inform instruction. Grant funds will allow full implementation of the data system so student academic data information will be available for view to all stakeholders. As teachers are hired, training on the use of the data system will be provided and continuing staff will be required to demonstrate effective use of the data management system.

A computer lab is a part of resources already established with teachers scheduled for computer time. The students have access to IStation and Think Through Math and other software related to reading and math. A more thorough use of the IStation and Think Through Math program will be implemented with data charted and submitted to teachers and administrators by the reading interventionist who will monitor the programs. The reading interventionist will also ensure that the IStation program is transferrable into the homes so that students can use the program for enrichment and intervention. With the purchase of classroom computer workstations, students will be allowed additional time to use technology. Training will be provided to parents on how to use IStation with their child(ren). The district has provided tutorial intervention to students, and will continue to support more students through tutorial programs and provide transportation after station for extended day services.

The teaching staff and support staff that will be retained is of high quality, has had external support during the school year, and is expected to continue to use skills modeled and coached in the classroom. The district will continue to recruit high caliber, certified teachers so academic achievement is advanced. The campus will continue the use of the curriculum program and will provide update training to teachers each year. Support personnel will continue to use skills developed in attendance and PEIMS reporting and will update training as needed. Action plans will be established for each department regarding policies, procedures, and reporting standards regarding grant implementation and will be monitored monthly by administration.

The LEA has adequate resources through support staff, LEA funds and Title Funds to support the implementation of the grant, and the district business office is fully involved in the grant administration process, maintaining fiduciary and financial responsibility for all grant activities. The district provides assurance that financial assistance provided under the grant program will supplement, and not supplant, the amount of state and local funds allocated to the campus. EMAT will continue to be used to provide textbook resources for staff and students.

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101865002

Amendment # (for amendments only):

Part 4: Pre-implementation Timeline (OPTIONAL): Provide a description and timeline of activities that the campus will conduct, or has conducted, during the Spring and /or Summer of 2014 in order to prepare for full implementation of the selected intervention model during the 2014-2015 school year. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Pre-implementation –Spring/ Summer 2014, Year 1

The campus leadership team will:

- conduct campus data review;
- develop a professional development training calendar for the 2014-15 school year;
- develop staff incentive plan;
- identify and plan for systems to be implemented during 2014-15 school year:
 1. school wide management program;
 2. data management system;
 3. Response to Intervention;
 4. teacher support systems;
 5. leadership support systems;
 6. student support systems;
 7. scheduling for increased learning time;
 8. professional development;
 9. parent programs
 10. school-wide curriculum program
 11. teacher evaluation system
 12. leadership evaluation system
- identification of technology and software to be purchased.
- identification of supplies and materials to be ordered and purchase orders developed for content areas
- identification of TTIPS staff and trainings to be provided

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer “flexible” opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally “hard to reach” parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: XXXXXX		Amendment number (for amendments only):		
Barrier: Gang-Related Activities (cont.)				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish partnerships with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Drug-Related Activities				
#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Visual Impairments				
#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: XXXXXX		Amendment number (for amendments only):		
Barrier: Inaccessible Physical Structures				
#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Absenteeism/Truancy				
#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: High Mobility Rates				
#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Support from Parents				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: XXXXXX		Amendment number (for amendments only):		
Barrier: Lack of Knowledge Regarding Program Benefits (cont.)				
#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Transportation to Program Activities				
#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Other Barriers				
#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person: